



Ascot & Cranbourne Pre-School

Information Pack

(Prospectus)

Ascot & Cranbourne Pre-School
Lovel Road
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Berkshire
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Ascot & Cranbourne Pre-School is a Registered Charity with the Charities
Commission, number 280438

Ascot & Cranbourne Pre-School Prospectus

Dear Parent

Ascot & Cranbourne Pre-School is a charity funded pre-school founded in 1963. On May 15th 2008, we celebrated our 45th birthday and since our foundation many happy children have passed through our doors.

As a parent, you want to know that your child will be in experienced and qualified hands. Our pre-school is a member of the 'Pre-School Learning Alliance' and 'Bracknell Forest Early Years and Child Development Plan' both of which lay the foundations for our practices and organise courses for pre-school leaders and helpers. The staff at Ascot & Cranbourne all undertake regular training through these two schemes. The manager is a teacher and is currently studying to become an Early Years Professional, the supervisor & deputy are trained up to a level 3 standard, the staff are a valuable part of this pre school and at varying levels of qualifications 1 with DPP's (level 3), 2 NVQ II. Equally, all the staff are mothers therefore they can offer invaluable experience that parenthood provides. Each member of staff undergoes a Criminal Record Bureau check every 3 years inline with best practice that OFSTED recommend.

We are sole users of our building which enables us to display children's work and gives the children a bright airy environment that and We aim to provide a happy and structured environment for your child, in which to develop vital social, physical, and intellectual skills. We have a variety of activities designed to encourage exploration and learning through play, to promote self confidence, to encourage the making of new friends and to enable the children to make an easy transition into school life.

After reading through this prospectus, please feel free to contact the administrator or supervisor with any queries or concerns you may have. If you would like to see our group in action then please feel free to call to arrange a visit you will be most welcome.



Member of Pre-School
Learning Alliance
No. 2735

Every Child Matters - Early Years Foundation Stage

Every child is a unique individual with their own characteristics and temperament. As from September 2008 Ascot & Cranbourne Pre school will be using the revised guidance according to the Early Years Foundation Stage (EYFS) Every Child matters. The guidance has set the standard for Learning Development and Care for children from birth to five years. This guidance is from the **Department of Education and skills and all early years setting should be using it.**

Children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional, is equally important. Development will no longer be judged according to age but by developmental rates. Play and other imaginative and creative activities help children to make sense of their experience and transform their knowledge, fostering cognitive development.

‘Play is important’

Children learn better by ‘doing’ and by doing things with other people rather than just being told. Worksheets and templates are out!!

For example “Come and make a sheep just like this one for mummy”! A child will learn more from the experience of creating their own interpretation of a sheep not from copying a teachers pre-made one. Your child will be bringing home their own unique work rather than the same as everybody else’s!

If your child would not independently choose to for example use paint or get ‘messy’ it is your child’s key persons responsibility to observe their needs, what they are interested in and what they can do. If ‘Billy’ is interested in only playing with the plastic dinosaurs then your child’s key person should be able to tap into the interest and extend it thus expanding your child’s learning and development. “Billy, how about we go and paint the dinosaurs? Lets take them to the painting table”. “What colour do you think a dinosaur should be? Should it have a long or short neck?”. Open ended questions are key and to be able to see things from the child’s point of view.

Staff & Key Working

The current staff are all trained varying levels and attend courses run by the PLA and by Bracknell Forest Early Years Partnerships. All staff are vetted regularly with criminal records bureau checks. We operate a 1:6 ratio staff to children over 3 years old and 1:3 on a child under 3 years. The supervisor or deputy is always present on each day and more often both are in attendance. The information below talks about the relationship we have with you as parents are our role with your child once they attend the setting.

Parents as Partners:

Parents are children's first and most enduring educators. When parent and teachers work together in early years settings, the results have a positive impact on children's development and learning.

Definition of a Key Person:

A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.

To ensure - A secure attachment

- Independence

- Shared care

Your child's key person will make observations of your child during the time they are with us. They do this in order to understand and consider his or her current interests, development and learning. Using the 'Early Years Foundation Stage' (EYFS) "Every Child Matters" information published by the Dept of Education and Skills, the areas of learning and development that will be observed are as follows:

- Personal, social & emotional development

- Creative development

- Physical development

- Knowledge & understanding of the world

- Communication, language & literacy

- Problem solving, reasoning and numeracy

All of the areas are connected to one another and are equally important.

(a further explanation of these areas follows later in the prospectus)

P.L.A Involvement

Ascot & Cranbourne Pre-School is a registered member of '**Pre-School Learning Alliance**' (membership number 2735). We aim to advance the development and education of children under statutory school age by:

- a) Providing safe and stimulating group play, in which parents are encouraged to take part.
- b) Encouraging other charitable activities, with the support of parents, these activities will benefit the pre-school children.
- c) Furthering the aims of the Pre-school Learning Alliance.

Admission

The pre-school is open Monday to Friday 9.00 to 12.00 noon Friday afternoon 12.15 – 2.45 pm during normal school term dates. We welcome children from 2.5 years up to the age of 5 years. From the first term after their 4th birthday, children can attend for a full day (9 a.m. - 3 p.m.) on Tuesday & Wednesday, this is called Rising 5's. This helps accustom children to regular school hours. Session costs are £10.00 per session and we also offer a lunch club 3 times a week for the children to bring there lunch in and stay till 1.00 this is an extra £3.00 charged termly.

The pre-school policy of equal opportunities makes its services available to every family in the local community, regardless of sex, ethnic origin, religion, or disability. The pre-school waiting list is operated on a birth-date plus application-date order basis. To join the waiting list, a waiting list application must be completed, and a £22.00 registration fee paid (non-refundable). Forms are available and the registration fee may be paid at the preschool. Please note that joining the waiting list will not guarantee your child a place, as availability varies from term to term, although we do our best to accommodate as many children as possible.

Government Grants

Being registered with the local education office (Bracknell Forest) enables us to claim grant funding, where applicable, on your behalf. Grant payments are used partly to offset the cost of the normal session fees which are in force at that time, a birth certificate must be shown & a copy taken prior to your child joining the pre school.

Additional Needs

We accept children with Additional needs, subject to each individual child's requirements and having regard to the [DFES](#) code of practice.

We give consideration to any limitations of provision, such as space – is our group suitable for this individual child's needs or would he/she do better elsewhere? We observe early signs of additional educational needs through progress monitoring and staff discussions.

We take early action to meet those needs within the normal work of pre-school, through liaison with parents/carers and other professionals, planning activities to help each child reach his/her full potential, and ensuring that the child is integrated as much as possible with their peer group.

We have a commitment to Additional needs training for all staff as and when it becomes available. Where possible, we employ a 'one to one' worker for a child with additional needs, and purchase specialist equipment if necessary or loan them from Early Years Resources.

Our Inclusion officer is Mrs Kay Philmore.

First Days

To help your child settle happily into pre-school, you will be welcome to visit during the term before your child's anticipated starting term. During your visits your child will be able to try some of the activities available, meet the staff, become familiar with the pre school surroundings, routines and meet the other children, some of whom they may already know. The supervisor will speak to you about leaving and collecting your child during the first few days and will answer any questions you may have. A time will be made to meet your child's new key worker where you will be able to discuss a settling

in process. This is not an easy time for a parent or child and we work with you in order to make this as easy as possible.

Pre-Schools Terms and Conditions

A full copy of the pre-school's policies, terms & conditions is available for public viewing at the pre-school. The following items are set out below so that they are clearly understood before a child is offered a place at Ascot & Cranbourne Pre-School.

Full payment of fees must be made prior to or within 7 days of either a child's starting date or the start of term.

Any member of staff who becomes suspicious that a child may be the subject of abuse, will discuss it with the Supervisor who will in turn inform the Child Protection Office immediately.

Duty Rota

As part of joining a charity pre school it is a policy that we ask all parent/carers or close family member to carryout one duty per half term between 9 a.m. and 12 noon on a voluntary basis. The duties include activities like reading a story at story time, helping with puzzles, junk gluing, colouring etc. Less desirable but equally important duties include helping wash out paint brushes, paint pots etc. It is our belief that coming in for a session will enable you to see what is going on at our pre-school which can help continue the week's theme in the home environment. Younger siblings are also welcome on the duty day.

Charitable status

Ascot & Cranbourne is committee operated and run voluntarily by parents with children attending the school. The committee is formed by parents elected at the annual general meeting usually held every May. The committee is dedicated to giving the pre-school all the help and encouragement it needs. A list of the committee members and their duties are on the notice board at the school. The committee is responsible for the fund raising and making financial decisions', and is always available to listen to new ideas. We always encourage new parents to join us.

The pre-school is registered with the charities commission (no 280438) which enables us to hold fund raising events, at which your support is essential. All funds raised are invested in new equipment for the children.

Typical annual fund raising events include:

- Children's Sponsored Walk/Obstacle Race/Sports Day/Family Fun Day
- Concerts/plays/parades by the children

- Social events for parents (e.g., Autumn Fair, Christmas fair)

As a charity, we rely on parents' contributions of time and effort. All help, no matter how small is always welcome.

The Early Years Foundation Stage

Using the 'Early Years Foundation Stage' (EYFS) "Every Child Matters" information published by the Dept of Education and Skills, the areas of learning and development that will be observed are as follows:

- Personal, social & emotional development
- Problem solving, reasoning and numeracy
- Communication, language & literacy
- Knowledge & understanding of the world
- Creative development
- Physical development

All of the areas are connected to one another and are equally important. The activities we provide are aimed at meeting the developmental needs of your child in the areas above.

1, Personal, Social, and Emotional Development

We aim to build children's confidence, independence and self-respect and help them build effective relationships with other children and adults. They are encouraged to develop their problem solving ability, concentration and to explore independently, within a happy and caring environment. Children are encouraged to take turns, share, to express their feelings, to understand what is right and wrong, and to show respect and consideration for others

2, Problem solving, reasoning and numeracy

Children are taught the basics of mathematics through activities which involve sorting and placing objects in order or sequence, matching, and comparing. They are taught to recognise and use numbers up to ten and become familiar with larger numbers. These can be learned through number rhymes, songs and counting games. Children use mathematical language in association with shape, size, quantity, position and comparisons. They begin to develop awareness of number operations such as addition and subtraction.

3, Language, Communication, and literacy

Children have the opportunity to improve and enhance their vocabulary by talking and listening to staff and each other, both in small and large groups and one-to-one, through general conversation and during activities. They are introduced to new words via topics and themes which encourage learning and understanding. They can participate in role play, listen to and tell stories, learn rhymes and sing songs. They are encouraged to learn, recognise, and

write their own name and other simple words, to enjoy books and handle them with respect.

4, Knowledge and Understanding of the World

We discuss the days of the week, months of the year , seasons and weather every day. The children learn about their own environment, international culture, different people and festivals, and they also enjoy finding out about the natural world, i.e., animals, birds, insects etc.

We also have Information Technology resources with the computers, remote control toys that children use either on their own or with teacher direction.

The children also get chance to explore different materials using their senses through play, construction and craft ie: wood, clay etc.

5, Creative Development

We aim to help children express their creative ideas and individuality through the wide range of resources which are available to them. They enjoy cookery, Play dough, painting, making models, cutting and sticking. The children are encouraged to join in with stories, rhymes, singing, dancing and to use musical instruments. Not all creative work goes home, as some is used for display or as part of a larger group activity. Admire it on the walls!

We also have creative story sacks which encourages imaginative stories and a wonderful role play area.

6, Physical Development

Children are encouraged to move confidently and imaginatively with control and co-ordination and with an awareness of space and other people. The children are encouraged to develop their fine manipulative skills, which involves using writing materials such as pencils, paint and brushes, using scissors, construction equipment and dressing themselves i.e., coats, hats, shoes. To increase mobility, the children are encouraged to climb, balance, hop, jump, run etc. A range of small and large equipment is available to encourage all motor skills, helping children gain self esteem and confidence in their own ability.

All children learn best from experiences that are suitable for their own stage of development. Play is key to the way in which young children learn. Through play your child can develop, for example:

- The confidence needed for learning
- The social skills needed for personal development

Examples of our daily activities

Book Corner

We have a quite area where children can choose and enjoy books. We also have an internal library lending system so that your child can choose a book and share it with you at home. Both the book corner and lending library have a wide variety of fact and fiction books.

Collage / model making with recyclable materials

Children develop creative skills using a variety of materials and textures. They may begin by simply spreading the glue but soon develop technological skills to build aeroplanes, cars, houses etc. We collect 'recyclable materials' from our families—look out on the notice board for any particular 'materials' that may be required!

ICT – Computer Area

Your child will have the opportunity to use the ICT facilities in school, there are used to extend your Childs learning and fine motor skills with mouse control. The computers are used with Teacher direction and also on their own.

Construction / Building

Your child will be able to choose from a wide selection of construction toys, including building bricks, Lego, Stickle Bricks, Popoids etc. These develop good hand-eye co-ordination and fine motor skills, and also familiarise children with basic mathematical concepts.

Play Corner

The children have many opportunities to participate in role play. These reflect personal experiences of life in general & use imaginative role playing in acting out stories.

Dough / Clay

Dough or clay is available every day, for exploration and manipulation. These materials offer direct sensory experience which children enjoy and find relaxing.

Music / Singing / Movement

The children are encouraged to listen to music, join in singing, rhymes and playing of musical instruments. This promotes listening and memory skills and the recognition of individual sounds.

Painting / Drawing

Children explore many different ways of painting e.g., easel, table top, sponge, hand, finger. They start to draw and colour with large pens, crayons and pencils. The results are not always recognisable (!) but with practice, children develop fine pencil skills leading to pre-writing activities.

Group Time

Children are encouraged to sit in large and, when required, small groups for registration time, music, and physical activities.

Water / Sand

Children find these fascinating. We are fortunate to have a large sand tray and a water tray which we use indoors and outdoors with a variety of equipment. They learn to play together and share in small groups, taking turns to share the equipment and helping each other.

Table Top Activities

Organised games such as lotto, shape matching, puzzles, threading and dominos all help children develop intellectually and socially. They learn to take turns and co-operate in a group.

Outdoor Play & use of the Outdoor Environment

Physical activities include slides, climbing frames, bicycles, bean bags, hoops, balls etc. These all give children the opportunity to use many parts of the body, develops co-ordination, confidence, balance and muscle control, as well as promoting the social skills of waiting and taking turns. We have use of the Cranbourne School playing field and playground which is utilised weather permitting. We also use the outside environment for other activities including exploring and investigating the environment within the school grounds in all weather conditions.

We hope you find this guide useful. Should you have any further questions then please do not hesitate to contact our supervisor, Irene Still or our

manager Hannah Newson at the pre-school, or telephone us on 01344 885020.